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ABSTRACT

This guidebook is written to assist groups planning to create a responsive and efficient teacher center. It includes a general description of teacher centers, goal options, steps in setting up and staffing teacher centers, program management, and facility planning. Examples of work materials, equipment, catalogues, and curriculum materials are given. There is also an extensive bibliography of reading material on the subject. Budget preparation is discussed, and a plan for evaluation of the total teacher center is presented. (JD)

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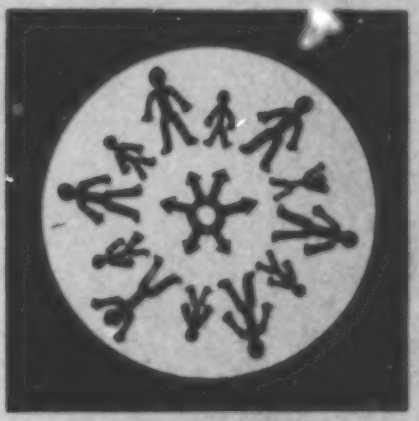
HELPS FOR A TEACHER CENTER PROPOSAL



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared by:

NEPTE Staff

New England Program in Teacher Education
Pettee Brook Offices, Durham, N. H.

Spring, 1977

SP 011 465

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"Part B--Teacher Training Programs
"AUTHORIZATION OF APPROPRIATIONS

"Sec. 531. There are authorized to be appropriated $75,000,000 for the fiscal year 1977 and for each of the fiscal years ending prior to October 1, 1979, to carry out the provisions of this part. Of the sums so appropriated for any fiscal year not less than 10 per centum shall be available for each of the programs authorized by sections 532 and 533.

"TEACHER CENTERS"

"Sec. 532. (a) (1) The Commissioner is authorized to make grants to local educational agencies in accordance with the provisions of this section to assist such agencies in planning, establishing, and operating teacher centers.

"(2) For the purpose of this section, the term 'teacher center' means any site operated by a local educational agency (or a combination of such agencies) which serves teachers, from public and non-public schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary, may--

"(A) develop and produce curricula designed to meet the educational needs of the persons in the community, area, or State being served, including the use of educational research findings or new or improved methods, practices, and techniques in the development of such curricula; and

"(B) provide training to improve the skills of teachers to enable such teachers to meet better the special educational needs of persons such teachers serve, and to familiarize such teachers with developments in curriculum development and educational research, including the manner in which the research can be used to improve their teaching skills.

"(b) Each teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by such center fairly reflecting the make-up of all schoolteachers, including special education and vocational education teachers. Such board shall also include individuals representative of, or designated by, the school board of the local educational agency served by such center, and at least one representative designated by the institutions of higher education (with departments or schools or education) located in the area.

"(c) (1) Any local educational gency desiring to receive a grant under this section shall make application therefor at such time, in such manner, and containing or accompanied by such information, as the Commissioner may be regulation require. Each application shall be submitted through the State educational agency of the State in which the applicant is located. Each such State agency shall review the application, make comments thereon, and recommend each application the State agency finds should be approved. Only applications so recommended shall be transmitted to the Commissioner for his approval.

"(2) Any local educational agency which has submitted an application in accordance with p[illegible]h (1) of this subsection which is dissatisfied with the

action of the appropriate State educational agency may petition the Commissioner to request further consideration by the State educational agency.

"(d) In approving any application under this section, the Commissioner shall insure that there is adequate provision for the furnishing of technical assistance to, and dissemination of information derived from, the proposed teacher center by the appropriate State educational agency. Such State agency shall be adequately compensated by the Commissioner for such review of applications, recommendations, submissions, technical assistance, and dissemination services.

"(e) Any local educational agency having an application approved under this section may contract with an institution of higher education to carry out activities under, or provide technical assistance in connection with, such application.

"(f) Notwithstanding the provisions of subsection (a) (1) of this section with respect to the requirement that teacher centers be operated by local educational agencies, 10 per centum of the funds expended under this section may be expended directly by the Commissioner to make grants to institutions of higher education to operate teacher centers, subject to the other provisions of this section.

"TRAINING FOR HIGHER EDUCATION PERSONNEL"

"Sec. 533. (a) The Commissioner is authorized to make grants to institutions of higher education to assist such institutions in the training of individuals--

"(1) preparing to serve as teachers, including guidance and counseling personnel, administrative personnel, or education specialists in institutions of higher education if such individuals are (A) from cultural or educational backgrounds which have hindered such individuals in achieving success in the field of education, or (B) preparing to serve in educational programs designed to meet the special needs of students from such backgrounds; or

"(2) serving as teachers, including guidance and counseling personnel, administrative personnel, or education specialists in institutions of higher education, if such individuals are to be trained to meet changing personnel needs, such as in areas determined to be national priority areas pursuant to section 532 of this title.

"(b) Grants made under this section may be used only to assist in paying the cost of courses of training or study, including short term or regular institutes, symposia or other inservice training, for teachers, including guidance and counseling personnel, administrative personnel, or educational specialists in institutions of higher education."

INTRODUCTION

How to write a teacher center proposal?

What should be included?

Where to begin?

In the following pages are the parts of a skeleton proposal for a teacher center for your use as you proceed to write your local teacher center proposal. This paper is a beginning on a proposal. It is not complete. Decisions will need to be made. Expand. Delete. Fill-in.

The tabs are the outline for the proposal. Fill in each section with your ideas. We hope that the comments made in this outline will assist you in writing a high-quality proposal which will facilitate the development of different models of exemplary teacher centers within the New England region.

Upon request, staff members of The New England Program in Teacher Education (NEPTE) are available to consult with you and assist in the development of your teacher center proposal.

PROCESS FOR LOCAL COLLABORATIVE PROPOSAL DEVELOPMENT

A Local Educator:

1. Indicates interest and discusses feasibility with colleagues
2. Gathers information about teacher center's proposal guidelines
3. Presents information to teachers and school administrators and forms a proposal advisory committee
4. Solicits outside assistance as needed
5. Drafts a proposal and distributes to committee with request for action
6. Meets with committee for clarification, expansion, modification, decisions, writing, assistance
7. Redrafts proposal and distributes to committee
8. Solicits final suggestions by committee
9. Submits final draft to one writer for editing
10. Submits final draft to committee for approval
11. Obtains letter of support and endorsement
12. Submits final approved draft to Local School Board for approval
13. Submits proposal to SEA
14. Submits final proposal to Washington by deadline date

    address: _____

    _____

    _____
15. Follows up with proposal with Teacher Association and with Congressmen.

PROCESS FOR PLANNING A TEACHER CENTER

Putting together a responsive Teacher Center requires more than good will. It requires commitment and good planning. Having a plan for planning is the first step in starting. The pieces of a process for getting ready for planning are:

(1) Identify population to be served

(2) Identify possible source of funds

(3) Identify legal definitions of a Center held by funding source

(4) Put together a Planning Committee made up of people who represent the population to be served, the community to be served, the power structure.

Planning itself requires:

(1) Deciding how the Planning Committee will decide

(2) Deciding who will chair meetings

(3) Deciding who will be record keeper

(4) Working out the instruments to be used to

  (a) identify needs of population to be served, community to be served, and system to be served

  (b) establish goals of center usually requires picking 3 or 4 statements that indicate (a) <u>who</u> (b) <u>will be getting what</u> (c) <u>in what amounts</u>

(5) Identifying the expected results for each goal for students, person to be served, program

(6) Working out a tentative list of activities or tasks for each goal indicating who will be responsible for each activity with what deadline

(7) Working out criteria to judge if the outcomes are what was expected

(8) Preparing a draft proposal for a Center using a format such as this outline.

Planning does not and should not operate in a vacuum. When decisions are made by the Planning Committee, the decision should be written down and everyone should have a copy of the decision in writing. It should be made clear to each member of the Planning Committee that since they represent a group, they are responsible (1) for informing the group they represent of decisions made and being considered, and (2) for reporting the position(s) of the group they represent to the Planning Committee. Clearly, a Teacher Center program will be a compromise among many interests. The most effective Teacher Center programs have found ways of planning for a range of different services shared by all. The quality of the planned programs and of the Center operations depends on accurate and continuous back and forth conversation between those to be served - teachers, community, schools and those planning the Center - The Planning Committee - and those governing the Center - The Board of Directors.

The final step in planning and the first in operations is to organize the Board of Directors. The Planning Committee should not automatically become the Board of Directors, though service on the Planning Committee should not make a person ineligible for the Board. The Board should be a separately elected entity created when the Center is assured of funding and operations.

School

PLAN OF ACTION

Worksheet for Establishing Time Schedule For
Completing Actions to Achieve Objectives

19

OBJECTIVE	TASK	PERSON RESPONSIBLE	COST	TIME LINE 1977 Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan. 1978	PROJECTED OUTCOMES
																	Student:
																	Teacher:
																	Program:
OUTCOMES TO DATE																	

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TEACHER CENTER GENERAL DESCRIPTION

The Teacher Center as described is generally understood to be a place where teachers come together to participate in professional and personal development experiences which they have selected. Teachers also choose to work there on individual projects, to hold meetings, to meet informally with other professionals and to simply relax.

A Teacher Center program or schedule provides a way of collecting, categorizing, and presenting continually changing and expanding information and techniques needed by teachers. It can provide an environment which encourages the exchange of information between local teachers. It can publicize professional learning experiences around the country and provide funds for teachers traveling to learning experiences. It can offer learning experiences led by teachers and other local professionals, as well as by professionals outside the system. It can provide a focus for training and materials that implement a concept, a technique, a material, a curriculum needed in the school district.

A Teacher Center serves the educational population in a limited geographic area. The building which houses the Center must be easily accessible to those expected to use it. People who have to drive more than 20 minutes to reach the Center will probably not use it. Usually a Teacher Center serves one school district.

A Teacher Center plan usually includes the following basic components: Goals, Facility, Program, Program Management, Governance, Staff, Budget, Timeline, Evaluation. Each of these components is addressed in the following pages.

GOAL OPTIONS

A Teacher Center may have many purposes. Listed below are a set of optional goals to be considered. An effective Teacher Center usually limits itself to 3 to 5 Goals.

1. To increase the knowledge, skills, and performance of teachers through the provision of opportunities for the on-going professional development of teachers.
2. To increase the quality of instruction and learning experiences for students.
3. To develop a system for professional development courses or learning options that is efficient, economical, and needs responsive.
4. To facilitate the accountability of teachers for the learning of all students.
5. To provide a mechanism for teachers to be responsible for their own professional development.
6. To develop a procedure for recording and monitoring professional development.
7. To provide an opportunity for the building of positive peer/colleague support and interaction necessary for further professional development.
8. To provide a focus for installing a new professional concept or innovation in a school system.
9. To provide a place where instructional materials can be developed and reproduced.

EXAMPLES OF PROGRAMS USING SELECTED GOALS

One example of a Teacher Center program which could be designed to work toward the Goals of #1, #2, #4, and #7 from the previous list with a particular focus in the area of curriculum is:

Program A

1. To survey the existing sequence of the curricula being used in the school system to teach content K-12.
2. To determine strengths and weaknesses of existing educational programs.
3. To determine curriculum areas in greatest need of modification.
4. To determine appropriate and interested work group to initiate further study.
5. To study in depth present curriculum as determined in #3.
6. To explore other school systems' existing programs, curriculum, materials in that area.
7. To establish criteria for making decisions about programs, curriculum, materials such as kind of learner outcomes expected, instructional units of time, number of learners to be affected, and money available.
8. To determine what curriculum options should be tried out.
9. To design and implement pilot programs based on #8.
10. To determine success and failures of pilot and make desired modifications for implementation.
11. To evaluate program goal by:
    a) pre/post testing student achievement in content area selected
    b) a compiled report of individual teacher evaluation of program.

Products:

1. Written report which includes strength and weaknesses of existing curriculum in selected content area.

2. Written report of proposed or suggested curriculum including:

   a) results of pilot program implemented

   b) results of student evaluation

   c) recommendations for curriculum changes based on pilot.

Such a program could occur at the Center through:

- weekly meetings with additional specific workshops
- a teacher-led course
- volunteer work committees
- a college-sponsored course offered at center
- individual study contracts
- information packages developed by search of computer stored research file
- parent/teacher study groups

A second example of a program which could be designed to work toward the Goals of #1, #2, #3, and #4 from the previous list with the focus in the area of paraprofessional assistance to educators is:

Program B

1. To set up a three-person team willing to design and implement a paraprofessional program.
2. To gather information about existing programs, guidelines, procedures, and training materials by reviewing the literature and files of existing research.
3. To determine:
   - range of duties of paraprofessionals
   - qualifications needed by paraprofessional
   - recruitment process
   - screening or selection procedures for paraprofessionals
   - limitations of work by paraprofessional

- training needs of paraprofessionals
- supervision, reporting, and scheduling procedures
- procedures for requesting training support
- training materials needed
- criteria and process for evaluation of paraprofessionals

4. To obtain staff approval and support of program.
5. To implement paraprofessional program and to delegate responsibilities beyond three-person team.
6. To review and evaluate program to determine changes, modifications, and success.

Products:

1. A written program for training and utilization of paraprofessionals in a school setting.
2. A written evaluation of the first year experience.

Such a program could occur through:

- a full-time, one week intensive working task force
- in consultation with (New Hampshire) school volunteer program through a series of meetings at the Center
- total staff training workshop in Use of Paraprofessionals.

Another way in which these goals might be met are:

1. To increase the knowledge, skills, and performance of teachers through the provision of opportunities for the on-going professional development of teachers.

   - university graduate outreach programs
   - teacher support groups
   - on-site conferences

2. To increase the quality of instruction and learning experiences for students.

   - teacher access to new curriculum
   - teacher access to available research and successful practices
   - problem-solving seminars
   - development and modification of courses

3. To develop a system for professional development courses or learning options that is efficient, economical, and needs responsive.

   - continuing needs assessment
   - on-going evaluation by participants
   - local participant decision-making
   - immediate response

4. To facilitate the accountability of teachers for the learning of all students.

   - study and increase skills in
     - . grading procedure
     - . system-wide priorities
     - . collecting information
     - . parent involvement

5. To provide a mechanism for teachers to be responsible for their own professional development.

   - self-designed programs
   - teacher representation on governance
   - self-selection of learning experiences
   - evaluation of consultants
   - self-documentation of accomplishments

6. To develop a procedure for recording and monitoring professional development.

   - recordkeeping by participants
   - correspondence with system's staff development requirements
   - central recording of group participation

7. To provide an opportunity for the building of positive peer/colleague support and interaction necessary for further professional development.

   - teacher support groups
   - teacher lead course
   - sharing successful practices
   - system-wide groupings
   - material making
   - teacher work room
   - creation of products
   - on-going television program

8. To provide a focus for installing a new professional concept or innovation in a school system.

   - support workshops
   - libraries
   - consultants
   - displays
   - computer access
   - meetings

9. To provide a place where instructional materials can be developed and reproduced.

   - production machinery
   - reference materials
   - supplies
   - graphics assistance and calligrapher

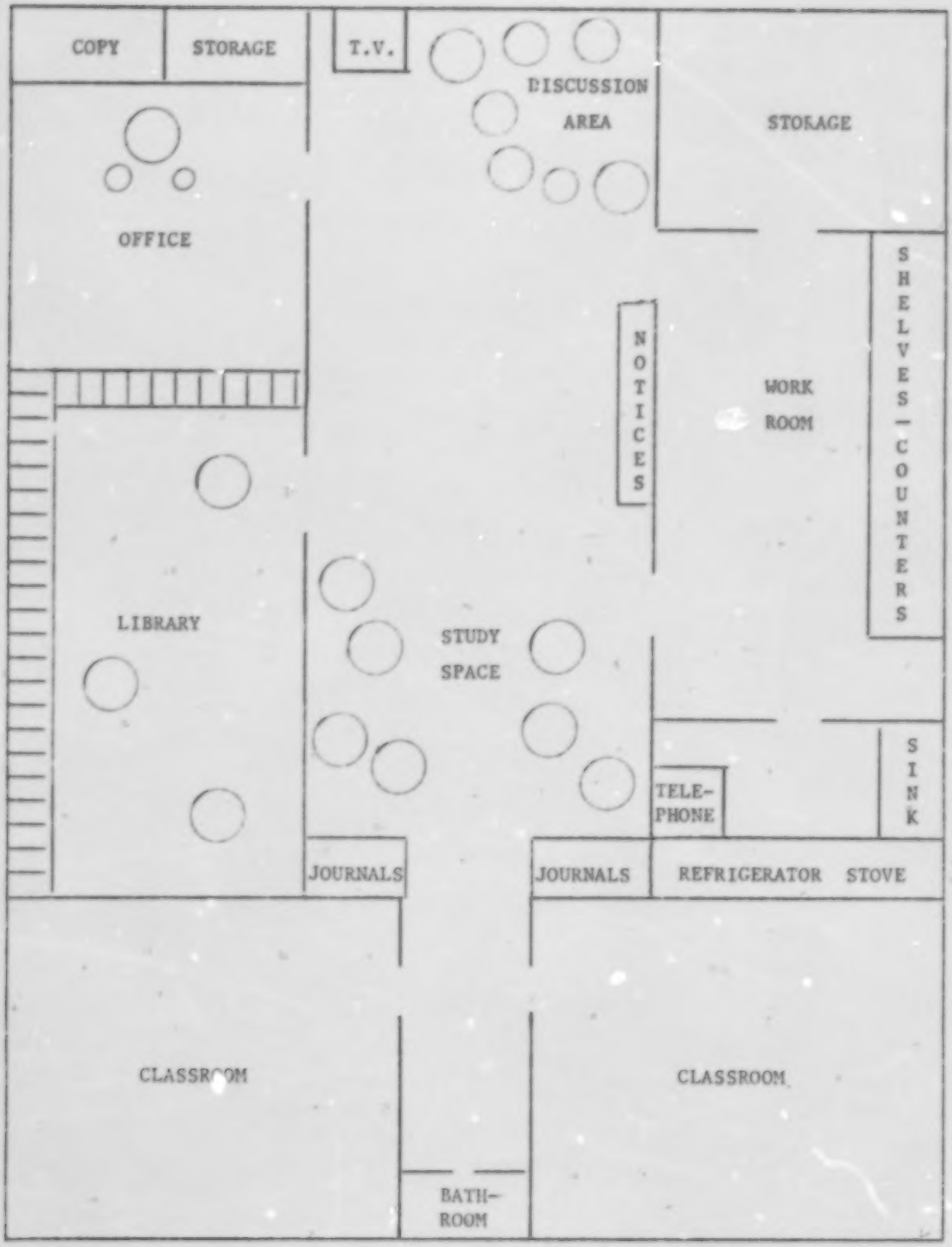
FACILITY

Before teachers participate in activities of a Teacher Center, they need to see the Center as a place to go to. It must be a place where people feel comfortable, feel at ease, feel is there own. Comfortable furniture, a television, materials to work with, space for group or private work, pleasant staff, refreshments, and a minimum of regulations all can contribute to the hoped-for atmosphere.

The hours of operation should be meaningful in teachers' schedules. For example, the Center might not open until 2:00 p.m. and remain open until 10:00 p.m. A Teacher Center facility might include:

1. Library (book, curriculum, catalog - lists attached)
2. Work room (materials, equipment - lists attached)
3. Office/Reception Area
4. Telephone for participant use
5. Media equipment
6. Relaxation area
7. Large group meeting space
8. Display and Notice area
9. Food preparation equipment and area
10. Storage space
11. Information retrieval terminal
12. Shelves

FLOOR PLAN FOR A TEACHER CENTER



EXAMPLES OF:

WORK MATERIALS

EQUIPMENT

CATALOGUES

CURRICULUM MATERIALS

JOURNALS

METRIC MATERIALS

BOOKS

FOUND IN

TEACHER CENTERS

Work Materials	Equipment
Newsprint	Typewriter
Wallpaper Sample Books	Television
Contact Paper	Record player
Milk Cartons	Xerox machine
Large Paper Boxes	Tape recorder
String, Twine, Yarns	Film projector
Paint, chalk, pastels	Film strip projector
Colored paper rolls	Slide projector
Film	Overhead projector
Glue, cement	Video-tape
Tape: video, cassette	Microfiche reader
Supplies:	Coffee Pot
scotch tape, clips,	Slide Viewing tray
masking tape, stamps,	Storage trunks/boxes
letterhead, envelopes,	Cameras
scissors	
Carpet squares	
Paper cutter	
Three-hole punch	
Stapler	

Catalogues

Cuisenaire Co. of America, 12 Church St., New Rochelle, N. Y. 10805.

Selective Educational Equipment (SEE), Inc., 3 Bridge St., Newton, Mass. 02195.

Workshop for Learning Things, Inc., 5 Bridge St., Watertown, Mass. 02172.

Developmental Learning Materials, 7440 Natchez Ave., Niles, Illinois 60648.

Social Studies School Service, 10,000 Culver Blvd., Culver City, Calif. 90230.

Educational Activities, Inc., Freeport, Long Island, N.Y. 11520.

Ideal Pictures, 42 Melrose St., Boston, Mass. 02116.

"C" Curriculum Materials, 3 Ross Ave., Ware, Mass. 01082.

Rancourt & Company, 59 Woodford St., Portland, Maine 04103.

Fearon Publishers, Inc., 6 Davis Drive, Belmont, Calif. 94002.

Curriculum Associates, Inc., 94 Bridge St., Chapel Bridge Park, Newton, Ma. 02158.

American Science & Engineering, Inc., 20 Overland St., Boston, Mass. 02215.

Arts & Crafts, Inc., 9520 Baltimore Ave., College Park, Maryland 20740.

Phi Delta Kappa, Box 789, Eighth & Union Streets, Bloomington, Indiana 47401.

Jossey-Bass, Inc., 615 Montgomery St., San Francisco, California 94111.

Publishers Central Bureau, 1 Champion Avenue, Avenel, New Jersey 07131

Teachers College Press, 1234 Amsterdam Avenue, New York, New York 10027

National Education Association, Academic Bldg., Saw Mill Rd., West Haven, Ct. 0651

Capitol Publications, 2430 Pennsylvania Avenue, N.W., Washington, D.C. 20037.

Halsted Press, 605 3rd Avenue, New York, New York 10016.

NSPRA, 1801 North Moore Street, Arlington, Virginia 22209.

McCutchan Publishing Corporation, 2526 Grove Street, Berkely, California 94704.

Curriculum Materials

1.	Exploring Childhood EDC, 15 Mifflin Place Cambridge, Massachusetts 02138	$250.00
2.	Photography in the Classroom, #PA200-1 6 Camera Kit Workshop for Learning Things 5 Bridge Street Watertown, Massachusetts 02172	68.50
3.	TriColor Parachute Rhythmic Parachute Play, ZIP Records Educational Activities Freeport, Long Island, New York 11520	75.00 12.95
4.	Environmental Studies Kits I, II, III Robert Samples Evergreen State College Olympia, Washington 98505	15.00
5.	Soap Stove Carving Workshop for Learning Things 5 Bridge Street Watertown, Massachusetts 02172	35.00
6.	From Subject to Citizen Denvyer-Gepput Co. 5235 Ravenswood Avenue Chicago, Illinois 60640	185.00
7.	A. Student Activity Cards for Cuisenaire Rods B. Classroom Kit of Cuisenaire Rods Cuisenaire Com. of America 12 Church Street New Rochelle, New York 10805	9.95 64.50
8.	Exploring Moral Values, 15 filmstrips and records Louis Raths Warren Schioat Pr. Inc. Pleasantville, New York 10570	90.00
9.	Case Studies in American History Gardner, Beery, Olson, Rood Vol. I and II, 1970 Allyn & Bacon Boston, Massachusetts	2.50
10.	SALT Box 302A Kennebunkport, Maine 04045	5.00

11.	Searching for Values: A Film Anthology Teacher's Guide Learning Corp. of America 711 Fifth Avenue New York, N. H. 10022	Free
12.	A. Musical Instruments Book Teacher's Guide, 07-017730-9 B. Mystery Powders Class Kit, E557A9 C. Pattern Blocks Kit, 07-017561-6 D. The Life of the Pone E. Printing, 07-17579-9 Webster/McGraw Hill 1221 Avenue of America New York, New York 10020	$ 4.20 34.85 15.95 4.95 99.50
13.	Nuffield Math Project John Wiley and Sons, Inc. New York, New York	
14.	A. "Getting to Know Myself" Cassette, AC 543 B. Daily Sensorimotor Training Educational Activities, Inc. Freeport, Long Island, New York 11520	7.25 5.25
15.	Estes Rocketry Starter Kit, 701-KS-8 Beginner's Special, 701-KS-2, 20@.25 Estes Industries, Inc. Box 227 Penrose, Colorado 81240	8.50 45.00
16.	Life on Paradise Island Wilson & Warmke Scott, Foresman & Co. Glenview, Illinois 60025	1.25
17.	A. Basal Reader: Sounds Series B. Instant Readers I and II, 1971 Bill Martin and Peggy Brogan Holt, Rinehart, and Winston, Inc. New York, New York	50.00
18.	"U" Filmstrip Kit Educational Activities Freeport, Long Island, New York 11520	13.00
19.	Piaget for Educators:A Multi Media Program Charles Merrill Publishing Company 1300 Alum Creek Drive Columbus, Ohio 43216	180.00
20.	Ethnic Heritage Studies Center for Teaching International Relations University of Denver Denver, Colorado 80210	8.00

21. Perception/Misperception/China/USA — $175.00
Schloat Productions
150 White Plains Road
Tarrytown, New York 10591

22. Becoming: A Course in Human Behavior — 145.00
J. B. Lippincott
1910 Byrd Avenue, #229
Richmond, Virginia 23230

23. Life and Death Studies — 48.00
Learning Ventures
666 Fifth Avenue
New York, New York 10019

24. Great Themes in Drama — 99.00
Learning Ventures
666 Fifth Avenue
New York, New York 10019

Journals

1. Teaching Exceptional Children (4 times per year) $ 7.50
   Council for Exceptional Children
   1920 Association Drive
   Restore, Virginia 22091

2. Journal of Open Education (3 times per year) 8.50
   Institute of Open Education
   Antioch Graduate Center
   133 Mt. Auburn Street
   Cambridge, Massachusetts 02138

3. Young Children (12 times per year) 10.00
   National Assoc. for Education of Young Children
   1834 Connecticut Avenue, N.W.
   Washington, D. C. 20009

4. Science and Children (8 times per year) 8.00
   National Science Teachers Association
   1201 Sixteenth Street, N.W.
   Washington, D. C. 20036

5. Children Today (6 times per year) 3.50
   Superintendent of Documents
   U.S. Government Printing Office
   Washington, D.C. 20402

6. The Arithmetic Teacher (8 times per year) 5.00
   1906 Association Drive
   Reston, Virginia

7. The Personnel and Guidance Journal (10 times per year) 20.00 non members
   Subscription Managers
   APGA
   1607 New Hampshire Avenue, N.W.
   Washington, D.C. 20009

8. The Scholastic Teacher (18 times per year) 7.00
   902 Sylvan Avenue
   Englewood, New Jersey 07632

9. ASCD Bulletin
   Association for Supervision and Curriculum Development
   1201 16th Street, N.W.
   Washington, D. C. 20009

Bibliography of Selected Metric Materials

I. Teacher Materials

A. Bitter, Gary, Mikesell, Jerald, and Maurdeff, Kathryn. Activities Handbook for Teaching the Metric System. Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210, 1976. @6.95.

In addition to basic metric information and student activities this book contains 4 valuable resources: a diagnostic test, a mastery test, a comprehensive bibliography of metric materials, and an index of suppliers with addresses.

B. "Litre Bit of Cooking". NEPTE, Pettee Brook Offices, Durham, New Hampshire, 03824, 1975. @ 1.75.

The process of converting recipes to metric measurements is a difficult one and few metric cookbooks are available yet. This booklet was compiled by a graduate class in education and includes only cookie recipes which were prepared for "snack-time" during the class.

C. The Metric System. (Teacher's Edition). Addison-Wesley Publishing Company, South Street, Reading, Mass., 01867, 1974. @ 2.10. Student edition softbound $1.50.

Introduces metric systems grades 4-8 and can be used to supplement either the math OR science curriculum. The activities develop measuring skills through hands-on activities with the teacher's guide furnishing objectives and process.

II. Student Materials

A. Branley, Franklyn. Think Metric. Creative Publications, P.O. Box 10328, Palo Alto, California, 94303, 1972. @6.00.

This book provides the history of measurement as well as basic metric information with a few short activities. Appropriate reading grades 4-9.

B. Barnett, Carne. Metric Ease. Creative Publications, P.O. Box 10328, Palo Alto, California 94303, 1975. @ 3.95.

A collection of 70 activities which can be used individually as activity cards in grades 4-9. The activities can be done individually, small groups or with total class.

C. Gilbert, Thomas and Marilyn. Thinking Metric. Creative Publications, P. O. Box 10328, Palo Alto, California 94303. @ 3.25.

A workbook of programmed instruction for grades 7-12 with self-tests following exercises for easy evaluation.

D. Buffington, Audrey. Meters, Liters, and Grams. Random House Mathematics Program, Random House, Inc. 201 E. 50th, New York New York 10022, 1973. @

A series of six workbooks with interesting activities and pictures which are self-correcting. The books increase in reading and computation skills needed but all contain basic metric components.

E. Metric Measurement. Minneapolis Public Schools, c/o Math Basic Skills Development Project, Special School District #1, Minneapolis Minn. 55413, 1973. @

An inexpensive locally developed workbook. Be sure to request answer keys which go with workbook.

F. Metre, Litre, Gram. Selective Educational Equipment (SEE), Inc., 3 Bridge Street, Newton, Mass. 02195. @ 6.25

Activity cards to be used at the 4th and 5th grade level for the learning of metric facts.

G. Metre, Litre, Gram Board Game. Selective Educational Equipment (SEE) Inc., 3 Bridge Street, Newton, Mass. 02195. @ 7.25

A board game for 2-10 players in which players can practice their metric facts.

III. Metric Equipment

A.	Metric Tape Measures	10 @ 4.00
B.	Celsius Thermometers	10 @ 5.00
C.	Flexible Metric Rulers	10 @ 2.75
D.	Metric Measuring Spoon	1 @ 2.25

Creative Publications, P.O. Box 10328, Palo Alto, California 94303.

IV. Catalogs with Metric Materials

A. Creative Publications, P.O. Box 10328, Palo Alto, California 94303
B. Leicestershire Learning Systems
C. SEE, 3 Bridge Street, Newton, Massachusetts 02125

V. Film

A. Metre, Litre, Grams. (#53261). University of Illinois, Visual Aids Service, Division University Ext., 1325 S. Oak St., Champaign, Ill. 61801 @ $6

A 12 minute color film which is very useful and clarifying for students to view after having had introductory activities in metrics.

Examples of Books for Teachers

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11. Guide to Self Development. Bloomington, Indiana:Agency for Instructional Television, 1975.

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PROGRAM

The intent of a Teacher Center is to assist teachers as they go about their individual professional development with the short-term goal of improving individual or group teaching techniques and the long-range probability of improving learning opportunities for the students the teachers are working with.

The Program of any Teacher Center is made up of professional growth plans for many individuals. These plans can be informal or formal - written or unwritten, of individual or groups of teachers. The Teacher Center can facilitate learning for (1) Teacher A, B, and C, or (2) for reading teachers, or (3) for 7th grade teachers, or (4) for chemistry teachers, or (5) for teachers interested in using photography in the classroom, or (6) for teachers seeking to know themselves better, or (7) for teachers working to write a collaborative proposal, or (8) for teachers working with parents and community volunteers, or (9) for teachers making curriculum more individualized. In other words, a Teacher Center program seeks to serve both a number of individuals' needs and a number of group needs for various learning experiences.

The Program offerings can take many forms:

Course - long term, comprehensive, large group

Workshop - short term, one to three sessions, specific focus, large or small group

Seminar - long term, specific focus, small group

Discussion Group - short term, changing focus, small ad hoc group

Project - short or long term, specific focus, specific product, small group or individual

Conference - short term, large group

Task Group - long term, specific focus, small committee group

Any of the above program formats can be designed to have any or all of these following intended outcomes for teachers;

a. Increased awareness of a concept, problem, etc.

b. Increased skill in working on a particular task

c. Increased understanding of theory

d. Development of a curriculum, system, etc.

e. Analysis and evaluation of a curriculum, system, etc.

Whether the format is a four-month course on curriculum theory or a three-day workshop in using games in primary math or a one-hour conversation with an expert practitioner, each program piece should be looked at to see if it meets the following criteria:

- provides time for exploration
- provides the opportunity for active participation
- encourages participant interaction
- allows participants a chance to try out new skills, ideas, etc.
- provides for an assessment of understanding of the concept behind the skill
- provides for structured reflection
- utilizes a process for synthesizing and transferring content

PROGRAM MANAGEMENT

To manage the total program of a Teacher Center, the Board, the Director, and the participants need a format which allows for written agreements on outcomes, agreed to criteria for planning, agreed to criteria for evaluation, written formats for design and documentation and procedures for deciding and developing program in an orderly fashion. A list of activities which would assure such a program management system follows:

ASSESS teachers' desires and needs for professional growth. Many school districts have participated in a variety of needs assessment processes in the last three years and the results of those processes that indicate the learning needs of teachers could be used here. Several samples of instruments for assessment of needs are attached. In addition to using these formal processes, a Teacher Center should also consider providing training a program that presents a smorgasbord of services and programs, some not stated previously as needs. The delivery of the program itself allows the center to keep track of specific programs where teachers explore areas of interest or some areas they might not have knows about or had exposure to earlier. Thus, tracking responses to the program itself serves as a needs assessment.

SELECT areas for programs based on the assessment and allocate resources accordingly. Questions that might be considered in this selection include:

- Will the implementation of the program result in skills for teachers in the classroom?
- Does the proposed program have a possibility of improving schooling for students?
- How many people have indicated such a need?
- Is there at least one training experience proposed that no one has indicated a need for?

- Are there some training options that will stimulate useful discussion, healthy controversy?
- Will every teacher find something he/she wants on the list?

DESIGN Learning Experiences in the selected areas. Alternatives to consider in designing such programs are which specific programs will (a) be a group project, (b) utilize insider leaders, and (c) require outside consultant/expert.

If outside contracted providers are to be used, it is often helpful to involve them in planning as soon as they are identified. Each leader of any activity should be aware of the criteria for program development and quality control for Center activities. A written agreement for training service should be entered into between the leader/trainer/expert and the Center specifying the format and times of the experience and expected outcomes or products.

Teachers who are asked to participate in the learning experiences should have available to them certain information:

- objectives of specific event
- length, time of meeting, place
- leader
- commitments required of participants/trainers
- products expected
- format for meetings
- process for evaluation
- individual records to be kept

IMPLEMENT the specific experience. Any activity needs participants. The Teacher Center must develop an effective method of communicating purpose and relevance of programs to actual managerial, curriculum, technique, or communication needs of prospective participants or many designs may not be

implemented. Participants need to hear about opportunities in many ways. Internal newsletters can be used, but so should community newspapers, local radio, and area television. In addition, the director should assure that each activity is scheduled, leaders retained, etc., so that the event does occur as promised. All resources needed must be available: coffee, books, and other materials for participants, food, video tapes, space, etc. Contingency plans for the possibility of sick leaders, double booking of rooms, inclement weather, malfunctioning media, and overflow crowds are helpful.

EVALUATE each part of the total program as well as the total Center operation. Each course, workshop, etc., should have a formal assessment process, with the data recorded and summarized and reported. A sample of such an assessment sheet is attached. Other data such as number of participants, amount of conversation generated, follow-up requested should be recorded. The documentation for each activity and the evaluation process for the Center project should be developed during the planning phase of operation with the Director, the providers and most importantly, with an outside contracted Evaluator all participating in designing the design and the instruments.

RECYLE the information. Planning for the next sequence or activity in the Center or particular program area should be based on the information collected and reviewed from preceding phases. Assessment information should be the basis for replacement of leaders, for modification of programs and plans, or for building on strength areas identified. Participants provide thoughtful assessment when they know what was intended and that their response will be valued and acted on to improve program in a more targeted direction

Considerations for Planning and Presenting Professional Development Experiences

I. Key factors in Preliminary Planning

- Needs Assessments
- Learner Involvement
- Consultant Selection
- Consultant Involvement
- Program Selection

II. Decide who controls how much

- School System
- Teachers
- Stage Department
- University
- Shared

III. Determine the type of Credits and Costs for Participants

- University continuing education programs
- Degree Programs
- Local Staff Development Plans
- State Recertification Credit
- Other
- None

IV. Determine Time Formats

- After School
- Afternoons
- Released days
- Weekends
- Summer
- Courses
- Workshops
- Institutes
- Conferences
- Work Groups
- Individual Projects

V. Types of Environment

- Informal
- Warm
- Clean
- Comfort
- Food
- Space for movement
- Materials

VI. Types of Content

- Awareness
- Skills
- Transfer of skills
- Concepts
- Attitudes

VII. Key Process Considerations

- Exploration
- Active participation
- Interaction
- Reflection
- Synthesis

GOVERNANCE

Governance of a Teacher Center is by teachers, not just for teachers. Therefore, at least 50% of a Board of Directors will be teachers representing teachers served by the Center. The other 50% of the members could be from the school system (para-professionals, principals, etc.); the community (human services, parents, school board); students; providers of services (consultants, workshop leaders, university staff). Teacher members of the Board should be elected by teachers for overlapping two year terms. The other members could be appointed by the group being represented.

Because the majority of Board members are persons using the services of the Center, a formal Advisory Committee for a specific project or program should rarely be utilized and then only for specific tasks. The Board of Directors and the Director should directly assess needs, determine program and evaluate the result of their joint decision. The responsibilities of the Board include:

1. Determine Board meeting time, place, frequency.
2. Draft and approve Center Mission statement.
3. Hire and fire Director.
4. Approve other staff on recommendation by Director.
5. Determine priorities of programs to be offered.
6. Determine budget for programs.
7. Approve audits.
8. Review evaluation in view of Mission statement.
9. Review and revise, if desired, Mission statement.
10. Talk systematically with constituents of Center.
11. Determine:
    a) chairman
    b) length of terms
    c) method of election, selection.

STEPS IN SETTING UP AND MAINTAINING A TEACHER CENTER

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept	Oct.	Nov.	Dec.
1. Determine: (a) Budget (program)												
(b) Money available for expenditure and at what rate												
(c) How people will be paid												
1. regular staff												
2. ad hoc staff												
2. Create Governing Board												
3. Select Chairman and recorder												
4. Determine mission and goals of Teacher Center												
5. Begin documentation												
6. Recruit director												
7. Select director												
8. Do needs assessment												
9. Select rest of staff												
10. Set up budget and procedures for expenditure												
11. Select and equip facility												
12. Design programs options												
(a) content												
(b) delivery mechanism												
13. Determine priorities for program												
14. Board approves topic of programs												
15. Announce program/scheduling for program												
16. Build support package for program/library, materials, etc.												
17. Staff programs												
18. Develop and install procedures for registration												
19. Implement programs												
20. Document and evaluate												
21. Write reports												
22. Review program in terms of mission												

STAFF

A Teacher Center which provides a wide range of professional services and opportunities cannot be run by a committee or any other form of part-time responsibility. The day to day tasks of operating a vital responsive center require a full-time Director who knows the community and professional staff to be served. The full-time Director's responsibilities are: (1) to identify the teachers' individually perceived needs, (2) to conceptualize a coherent series of services, (3) to transform that conceptualization into a working program, (4) to continually document, assess, and modify that program, (5) to select appropriate full-time and ad-hoc staff, (6) to manage the financial resources of the Center, (7) to keep the Board and Teachers informed.

Criteria which might be used to select a DIRECTOR include:

Abilities:

1. To analyze educational problems
2. To describe alternative training solutions
3. To create structures, patterns, organization for training
4. To conceptualize training program in a two-year framework
5. To identify and to evaluate the relevance of available resources and resource persons to needs
6. To write well.

Experiences:

1. With educational innovations
2. With adults as learners
3. With training program development.

Attitudes:

1. Self-initiating
2. Perceives teachers as already utilizing their best available skills to implement improvements
3. Needs responsive

ADDITIONAL STAFF to assist the Director in the already described responsibilities would include the following:

A. Materials Producer/Scheduler/Resource Person

Functions:

Soliciting and receiving requests for information and materials

Finding and ordering materials

Preparing learning packages

Preparing graphics and displays

Preparing publicity for programs

Scheduling events, rooms, etc.

Documenting of activities

B. Secretary

Functions:

Responding to phone and letter inquiries about Center services and events

Keeping records of orders, contracts, documentation

Keeping books

Preparing financial reports

Preparing correspondence

Creating an informal, welcoming atmosphere

Overseeing kitchen

C. Maintenance Person

Functions:

Making some materials

Servicing certain work machines

Setting up rooms for special activities

Changing displays

Keeping Center clean

Creating an informal, welcoming atmosphere

Maintenance of media equipment

PROVIDERS OF CONTRACTED SERVICES, both persons internal to school system or external consultant personnel, would work under negotiated letters of agreement which specify:

service to be provided

time line for service

product expected

method of assessment of service

amount and method of payment (if any)

No payment should be made until a written report on services completed is received from the contractor.

DOCUMENTATION AND EVALUATION

Evaluation should be considered in two areas:

1. On-going program evaluation by project staff
2. On-going project evaluation by contract

A plan for evaluation of the total Teacher Center should be designed during the planning phase of operation with component for program evaluation, materials evaluation, organization evaluation, and personnel evaluation. The evaluation plan should then be implemented with periodic review. The plan where possible should utilize and build upon existing documentation and records. Examples of documentation which might be kept by project staff include:

- proposal copy
- summary of proposal
- monthly staff reports
- newspaper clipping
- newsletters and announcement flyers
- participant evaluations of program offerings
- minutes of meeting
- lists of program offerings and participants
- individual staff development records
- written yearly program plan
- staff responsibilities and job descriptions
- list of materials utilized
- log of center attendees and purpose
- written reports on the Center for the Board of Directors, the superintendent, the school board, and the faculty
- budget reports and expenditures

The information from above documentation is then used in a project evaluation plan to determine:

1. Achievement of Center goals
2. Strengths and weaknesses of programs, materials, organization, personnel
3. Modifications needed in organization, program, materials, personnel
4. Needed expansion in Center services

The plan for project evaluation is best determined during the initial stages of project development as it

1. Can facilitate goal clarification, priority setting, and allocation of responsibilities.
2. Can serve as a basis for determining necessary documentation and accountability.
3. Can provide information useful in reaching goals.

Workshop Evaluation

1. My knowledge of materials and concepts presented prior to this workshop was:

   1 2 3 4 5 6
   (low) (high)

2. The extent this workshop increased my knowledge about the materials and concepts is:

   1 2 3 4 5 6
   (low) (high)

3. The overall usefulness of this workshop for me is:

   1 2 3 4 5 6
   (low) (high)

4. The organization of the workshop was:

   1 2 3 4 5 6
   (poor) (excellent)

5. The clarity of presentations was:

   1 2 3 4 5 6
   (poor) (excellent)

6. The expertise of presenters was:

   1 2 3 4 5 6
   (low) (high)

7. The strengths of this workshop were:	8. The weaknesses of this workshop were:

For me the next step now is _____

The next workshop I would like is _____

Chart Summary of Program Information

Compiled Evaluation	
Person Responsible for Program Delivery	
Participant Incentive, if any	
Total Cost	
Time Format Used	
Content Area	
Total Number of participants	
Total Contact Hours	
Relates Project to Goals #	
PROGRAM TITLES	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

STEPS IN BUDGET PREPARATION

Preparing and managing a budget for a Teacher Center is an often confusing activity. Programs cost more than was expected. Materials Development gets more complicated and expensive than expected. Staff costs turn out to be different than expected. There are two areas that the director needs to be clear about:

(a) what money is in hand to spend

(b) what money has been spent and remains in each category approved for spending.

To determine what money is in hand to spend, the Center should go through the following checklist with the agent named by the Board to write out checks.

1. Identify who will issue checks and what signatures will appear on checks
2. Identify how money is put into the account from which checks will be issued.
   (a) determine who needs to request funds from funding source(s) and form of request
   (b) determine how money will be issued to the checking account by funding source and by agent
   (c) determine how expenses will be allocated to a particular budget category.
3. Identify what forms a request for payment will be made in for
   - salaries
   - supplies
   - equipment
   - outside consultants
   - travel
4. Identify limitations placed on any request for payment - limitations of rate, time, amount.

5. Identify what signatures will be valid for authorizing the issuance of a check by the responsible agent.

6. Identify how reports of payments made by agent and to whom will be made

Suggested format for financial report

A. EXPENDITURE

category	amount budgeted	amount expended this month	amount expended to date	amount remaining

B. INCOME

source	amount expected	amount received to date	amount billed	amount due

Such a format will also provide the needed information about funds expended to date and funds remaining in each category of an account.

7. Determine when an audit will be held and who the outside auditor will be.

Even if a Center establishes its own account and issues its own checks, the steps described above should be followed to assure that funds are flowing from funding source(s) be they federal, state, or local and that one knows what actual dollars are available to spend at a given time even if one has an approved budget which assures the Center a total amount of dollars for the total time period. Since most funding sources usually give money in bits and pieces rather than all in advance, arrangements may need to be made in advance to assure that requests for payment will be honored by the check issuing agent or that the person due payment needs to be informed that payment will be made when funds are provided by the funding source. As a result, most Teacher Centers use financial credit from another agency and pay for this credit and financial services as part of a negotiated management fee or indirect cost fee.

Budgets are estimates of what will be spent in different categories. Since there are restrictions on the total amount and on how much money can be transferred from one category to another, it is important to know these rules in

advance. The rules usually are made by the funding source but sometimes also are made by the agent issuing the checks. Find out what the request for transfer of funds across categories are in advance. Then you will know what money you can move around and when such action needs to be taken to receive needed approval by the funding source or check writing agent.

PROJECTED YEARLY BUDGET

Experience shows that the following budget is a realistic projection of funds needed to operate a Teacher Center to provide programs for about 75 professional educators. More trainees require more dollars under contracts and materials.

Budget (Yearly)

Director	$18,000		
Secretary	8,000		
Materials Producer	12,000		
Maintenance	8,000		
Evaluator/Documentor	3,000	$49,000	
Benefits - 16% of $49,000		7,840	
Contracts	20,000	20,000	
		$76,840	
Materials			
Books	5,000		
Curriculum	8,000		
Films, etc.	3,000		
Work (paper, scissors, etc.)	5,000	21,000	
Information Access Terminal	10,000	10,000	
Space, Light, Heat, Coffee	5,000	5,000	
Travel	5,000	5,000	
		$117,840	
(Indirect Cost: if another agency used for finances, etc.) @ 10%		11,784	
		$129,624	TOTAL

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* The largest omission of citations are those for publications from local centers. Including them would expand this bibliography to over 50 pages, so the authors chose to include only a representative sample of local center case studies. Moreover, because publications from local centers relate most closely to real centering problems, they are probably the most important references. To obtain current information from these places, it is recommended that the reader write directly to specific centers.

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Olive Covington

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90 Sherman Street
Cambridge, Massachusetts 02140
Allen Leitman/Judy Albaum

Appalachian Teacher Center
690 FTA, College of Human Resources
University of West Virginia
Morgantown, West Virginia 26505
Paul Devore

Appalachian Training Complex
College of Education
Appalachian State University
Boone, North Carolina 28607
John Reynolds

Atlanta Area Teacher Education Svc.
Emory University
Atlanta, Georgia 30322
Charles K. Franzen

Baltimore Urban Teacher Education Ctr.
23 and Calvert Street
Baltimore, Maryland 21218
Charles Brown

Bay Area Teacher Center
Administrative Building
1025 2nd Avenue
Oakland, California 94606
John Favors

Boise Public School Teacher Center
Boise, Idaho 83707

The Children's Museum
Jamaicaway
Boston, Massachusetts 02130
Bruce McDonald

Cleveland Area Center for Educational
Personnel Development
Cleveland Public Schools
Cleveland, Ohio 44114
James Tanner

College of Education Teacher Center
University of Toledo
Toledo, Ohio 43606
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Colorado State Department of Education
201 E. Colfay
Denver, Colorado 81301
Robert Meisenholder

Creative Teaching Workshop
45 Suffolk Street
New York, New York 10002
Floyd Page/Marion Greenwood

Durham School Learning Center Project
16th and Lombard Streets
Philadelphia, Pennsylvania 19146
Lore Rasmussen

EDC-Follow Through Project
55 Chapel Street
Newton, Massachusetts 02160
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The Educational Improvement Center
South Jersey Region
Box 426
Glassboro-Woodbury Road
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Elementary Education Teacher Ctr. Ntwk.
University of Pittsburgh
Pittsburgh, Pennsylvania 15260
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The Greater Boston Teachers Center
131 Mt. Auburn Street
Cambridge, Massachusetts 02138
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Houston, Texas 77004
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Project Change
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Cortland, New York 13045
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Kalamazoo, Michigan 49003
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Rhode Island Teacher Center (RITC)
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1600 Holloway Avenue
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